

ASSESSMENT

Standards and Objectives Rubric

4	3	2	1
Standards and objectives integrate 21st century skills with content.			
I have selected standards and written objectives to integrate appropriate 21 st century and higher-order thinking skills with content learning.	I have selected standards and written objectives to connect 21 st century and higher-order thinking skills to content learning.	I have selected standards and written objectives that address lower level skills connected to content learning.	My standards and objectives address low-level skills and knowledge.
Objectives support content standards.			
My objectives clearly show what students will learn and are supported and derived from the Unit Plan's targeted content standards.	My objectives show what students will learn and relate to the Unit Plan's targeted content standards.	Some of my objectives describe tasks rather than what students will learn related to the content standards.	My objectives describe tasks unconnected to standards.
Objectives are assessed.			
All my objectives are assessed using varied strategies throughout the unit.	All my objectives are assessed during the unit.	Most of my objectives are assessed during the unit.	Few of my objectives are assessed during the unit.

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Curriculum-Framing Questions Rubric

Use this rubric as you create and modify your Curriculum-Framing Questions throughout your unit development process.

4	3	2	1
Essential Question (EQ) generates critical thinking.			
My EQ is a thought-provoking question that crosses subject areas or topics within subject areas.	My EQ addresses a broad idea that crosses subject areas or topics within subject areas.	My EQ addresses the concepts of my unit rather than a big idea.	My EQ addresses the content of my unit.
Unit Questions (UQs) support learning goals.			
My UQs are open-ended, clearly aligned with objectives, and require students to use higher-order thinking to develop conceptual understanding related to my unit.	My UQs are open-ended, aligned with objectives, and ask students to use higher-order thinking to develop conceptual understanding related to my unit.	My UQs are open-ended but are not clearly connected to objectives, higher-order thinking, or concepts specific to my unit.	My UQs have pre-determined answers or are too broad for my unit to focus understanding.
Content Questions (CQs) address important factual knowledge.			
My CQs focus on key concepts to build factual knowledge. They have narrow and defined answers.	My CQs build factual knowledge and have narrow and defined answers.	Some of my CQs address factual understanding.	My CQs do not build factual understanding.
Curriculum-Framing Questions (CFQs) connect to each other.			
My CFQs require students to use information from CQs to thoroughly answer UQs and think critically and creatively about the EQ.	My CFQs ask students to use information from CQs to answer UQs and think critically about the EQ.	My CFQs sometimes ask students to use information from CQs to answer UQs or to think about the EQ.	My CFQs rarely ask students to use information from CQs or to answer UQs or think about the EQ.

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Project Rubric

4	3	2	1
Instructional design addresses standards and objectives.			
My Unit Plan clearly shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows that some of the work students do addresses standards and objectives.	My Unit Plan shows that very little of the work students do addresses standards and objectives.
Instructional design addresses 21st century skills.			
In my Unit Plan, I provide instruction, modeling, and multiple opportunities for students to refine and develop relevant 21st century skills.	In my Unit Plan, I provide instruction and modeling to help students refine and develop relevant 21st century skills.	Students practice 21st century skills during the unit, but they receive little instruction to support their development of these skills.	Students rarely use 21st century skills during the unit.
Instructional design incorporates Curriculum-Framing Questions (CFQs).			
My unit integrates CFQs to focus student learning on important concepts and big ideas throughout the unit.	My unit uses CFQs to focus student learning on important concepts and big ideas multiple times in the unit.	The use of CFQs in my unit is superficial because they are not used to focus student learning.	My unit does not address CFQs.
Instructional design uses project approaches.			
In my unit, students have many choices about how they demonstrate their learning. They create authentic products and performances developed through connected tasks and activities.	In my unit, students have some choices about how they demonstrate their learning. They create products and performances developed through connected tasks and activities.	In my unit, students have few choices about how they demonstrate their learning. They complete discrete activities that do not connect to final products or performances.	My students do not demonstrate their learning through products or performances.

Instructional design addresses student differences.			
My unit provides well-defined and thoughtful accommodations to support diverse learners.	My unit provides accommodations to support diverse learners.	My unit provides minimal accommodations to support diverse learners.	My unit does not provide any accommodations to support diverse learners.
Technology integration supports content learning.			
In my unit, students use technology to enhance conceptual understanding and develop content specific skills and strategies.	In my unit, my students use technology to understand important content concepts and develop content specific skills.	In my unit, my students use technology to explore content concepts.	In my unit, my students' use of technology is superficially related to content.
Thinking Tools support 21 st century skills.			
The use of thinking tool(s) creatively develops students' research, higher-order thinking, collaboration, and communication skills.	The use of thinking tool(s) develops students' research, higher-order thinking, and/or communication skills.	The use of the thinking tool(s) only moderately develops students' research, higher-order thinking, collaboration, or communication skills.	The use of the thinking tool(s) does not develop students' research, higher-order thinking, collaboration, or communication skills.
Technology integration meets student and classroom needs.			
In my unit, my students use technology that is appropriate for all ability levels and interests, providing challenging experiences that build technology proficiency.	In my unit, my students usually use technology that is age appropriate and meets the needs of diverse learners.	In my unit, my students occasionally use technology that is age appropriate.	In my unit, my students seldom use technology, and when they do use it, the technology is often inappropriate for their ability levels or interests.
The technology used in my unit is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my unit is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my unit takes a great deal of effort on my part.	Given the specific circumstances of my teaching situation, the technology used in my unit is not feasible.

Assessment strategies address standards and objectives.			
My assessments clearly and thoroughly address all targeted standards and learning objectives, emphasizing content and processes over traits such as organization and appearance.	My assessments address all targeted standards and learning objectives and emphasize content learning.	My assessments address some targeted standards and learning objectives.	My assessments address few targeted standards and learning objectives.
Assessment strategies are student-centered.			
In my unit, students contribute to the creation of assessments and frequently assess themselves and peers.	In my unit, students may contribute to the creation of assessments and assess themselves and peers.	In my unit, students may assess themselves and peers.	In my unit, students have little or no involvement in the assessment process.
The assessments in my unit have specific criteria that define quality. My assessments make it easy for students to measure their work against expectations.	The assessments in my unit have criteria that define quality. Students can use my assessments to measure their work against expectations.	The assessments in my unit lack clear criteria for my students to measure their work.	Students cannot use my assessments to measure their work.
Assessment strategies are varied and ongoing.			
In my unit, a variety of informal and formal methods are used throughout the instructional cycle to meet all five assessment purposes.	In my unit, informal and formal methods are used throughout the instructional cycle to meet most of the five assessment purposes.	In my unit, students are assessed infrequently and in traditional ways to meet some assessment purposes.	Students are assessed in traditional ways at the end of the unit.